

History Intent

Throughout their learning journey at Beech Hill School, the children will gain a coherent knowledge and understanding of Britain's past and that of the wider world. One of our aims is to inspire pupils' curiosity about the past in order to support and encourage the asking of perceptive questions, critical thinking and the development of perspective and judgement. We will support our children to do this by building awareness of both their own heritage and that of the wider world, and by equipping them with essential disciplinary skills that can be used in meaningful historical enquiry.

We aim to supply the children with the resources and tools needed to be effective historians who are able to understand the complexity of people's lives, the process of change, the diversity of societies and the relationships between different groups.

Artefacts, visitors and educational visits are used to stimulate an in-depth and analytic understanding of significant events in British history as well as an appreciation of how things have changed and will continue to change over time. The children are taught the skills that will enable them to have a better understanding of the society in which they live and that of the wider world, as well as how history of wider world has impacted upon Britain both in the past and the present. This helps the children to gain a sense of their own identity within a social, political, cultural and economic background. Without History, there would not be a future!

This process of knowledge acquisition begins in Reception with a focus on local history and familiar aspects of the past. Learning about the immediate world around them is the ideal foundation for later composite learning in Key Stage 1 and 2. This component learning is undertaken whilst children also build knowledge of substantive concepts and slowly enrich their chronological schema. Children learn to ask questions, use different sources and begin to understand that the past can be represented in different ways.

In Key Stage 2, children's chronological frameworks are further developed, at a local, national and international level. This includes a focus, for example, on the Romans, Anglo-Saxons and Scots, an early civilisations overview, Ancient Greece, Ancient Egypt, Ancient Islamic Civilisations and World War II. Whilst developing this wider chronological understanding of history, our children build and add to timelines through the year groups to ensure they can reference and refer to events from prior learning. Disciplinary knowledge continues to be systematically developed accordingly, in tandem with this substantive knowledge.

Understanding Different Types of Knowledge in History

Substantive Knowledge

This is factual knowledge of the past: key events, place and people. It includes four types of knowledge: 'Generative Knowledge', 'Substantive Concepts', 'Chronological Knowledge' and 'Fingertip Knowledge' (Must Know Facts)

- **Generative Knowledge** is the essential, underpinning, in-depth knowledge of a topic or time period that supports further historical learning and thus supports pupils to generate more knowledge. Generative knowledge can be categorised into 'substantive concepts' (abstract concepts such as monarchy, trade, or empire) and chronological knowledge (knowledge relating to broader developments and the features of historical periods).
- **Substantive Concepts** are concepts concerned with the subject matter of history, such as civilisation, monarchy, empire, invasion, war, parliament, trade and religion. They are embedded throughout the curriculum so that each one is planned to be encountered multiple times throughout the curriculum. Substantive concepts are best understood with repeated encounters in specific, meaningful contexts, rather than being taught in an abstract way. Substantive concepts are classed as generative knowledge because they support the

learning of new material. For example, understanding the concept of civilisation from an earlier topic supports understanding of the next topic which involves civilisation.

- **Chronological Knowledge** is also generative knowledge. This is the specific knowledge of the broad characteristics of historical periods and supports pupils to build coherent schema for particular topics.
- **Fingertip Knowledge** is the knowledge of the key facts and dates which pupils need in their minds, or at their fingertips, whilst undertaking historical enquiries, without which they would be incapable of constructing answers. Without essential fingertip knowledge, working memory is overloaded when undertaking enquiries, and it is thus useful to have this fingertip knowledge in Must Know Facts. Fingertip knowledge must be taught and pupils must retain it during their enquiry. However, gaining this type of knowledge is not the ultimate long term aim of the primary classroom, and it may not be needed beyond the current topic.

Disciplinary Knowledge and Historical Enquiry

Disciplinary knowledge is knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts - it is the knowledge of how to undertake historical enquiry. Pupils learn disciplinary knowledge within relevant historical contexts through application to substantive knowledge. Units of learning are framed around central big questions which focus a unit of work on elements of this disciplinary knowledge. This knowledge of historical enquiry frames what pupils learn about the past, supporting them to consider the status of historical claims. It enables them to place their historical knowledge in a broad context. It helps pupils to understand the different version of the past can be constructed, and that historical narrative is partially dependent upon viewpoint.

Disciplinary knowledge is concerned with developing historical rational and critical thinking within enquiry, and can be categorised into seven disciplinary concepts that are systematically developed in our history curriculum:

- **Chronological Understanding** - being able to employ dates and terms to describe the past, and realise that the past can be divided into periods.
- **Historical enquiry using sources** - asking questions, using sources and evidence to construct and challenge the past.
- **Historical enquiry communicating ideas** - Communicating and organising finds with a systematic approach.
- **Cause and consequence** - selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation and understanding the relationship between an event and other future events.
- **Continuity and change** - analysing the pace, nature and extent of change.
- **Similarities and differences** - analysing the extent and type of difference between people, groups, experiences or places in the same historical period.
- **Historical significance** - understanding how and why historical events, trends and individuals are thought of as being important.
- **Historical interpretations** - understanding how and why different accounts of the past are constructed.

National Curriculum and EYFS Framework

Substantive Knowledge

Generative Knowledge

- **Substantive Concepts** embedded within units and revisited many times – civilization, monarchy, empire, invasion, war, parliament, trade and religion.
- **Chronological knowledge** - understanding broad characteristics and having an overview knowledge of historical periods (e.g. Romans, Ancient Egypt)

'Fingertip Knowledge'

Must Know Facts

- Knowledge of key facts and dates from units (e.g. Romans, Ancient Egypt)

Disciplinary Knowledge

The Approach to Historical Enquiry

'Asking historical questions, using sources and communicating ideas'



Disciplinary Concepts

Second-order concepts:

- 'Chronological Understanding'
- 'Historical Enquiry using Sources'
- 'Historical Enquiry' Communicating Ideas'
- Cause and Consequence'
- 'Continuity and Change'
- 'Similarities and Differences'
- 'Historical Significance'
- 'Historical Interpretations'

National Curriculum Programmes of Study							
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Pupils should be taught about:			Pupils should be taught about		
Historical Knowledge	Knowledge and understanding of British History	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 			<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 		
	Local History	<ul style="list-style-type: none"> Significant historical events, people and places in their own locality. 			<ul style="list-style-type: none"> A local history study 		
	Knowledge and understanding of the Wider World	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 			<ul style="list-style-type: none"> The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study Ancient Greece - a study of Greek life and achievements and their influence on the western world A non-European society that provides contrasts with British history 		
History Skills and Concepts	<ul style="list-style-type: none"> Be aware of the past, using common words and phrases relating to time Fit people and events into a chronological framework Identify similarities and differences between periods Use wide vocabulary of everyday historical terms Ask and answer questions Choose and use from stories and other sources to show understanding Understand some ways we find out about the past 			<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time Develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information 			

	<ul style="list-style-type: none">· Identify different ways in which past is represented	<ul style="list-style-type: none">· Understand that different versions of the past may exist, giving some reasons for this
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Beech Hill School Long Term History Plan

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Gunpowder Plot Should we celebrate Bonfire Night?</p>	<p>Kings and Queens How is our country ruled?</p>	<p>The Romans How did the Romans change Britain?</p>	<p>Ancient Egypt How much did the Ancient Egyptians achieve?</p>	<p>Space How did the Space Race effect the rest of the world?</p>	<p>WWII How did WWII impact Great Britain?</p>
<p>Nurturing Nurses Why do we remember Mary Seacole and Edith Cavell?</p>	<p>The Piece Hall Why is Halifax famous?</p>	<p>Anglo Saxons Who were the Anglo-Saxons?</p>	<p>Stone-Iron Age How did life change from the Stone Age to the Iron Age?</p>	<p>Early Islamic Civilisation Why was Baghdad 900 AD so important in its time period and beyond?</p>	<p>Crime & Punishment How has crime and punishment in Great Britain changed through the ages?</p>
<p>Toys Through Time How have toys changed through time?</p>	<p>Fire Fire What happened to London during the fire of 1666?</p>	<p>Early civilisations Which early civilisation has had the greatest influence on the modern day?</p>	<p>Cragg Vale Coiners Was David Hartley a King or just a thief?</p>	<p>Ancient Greece What did the Greeks do for us?</p>	<p>The Viking and Anglo-Saxon struggle for power Were the Vikings ruthless killers or peaceful settlers?</p>

Substantive Skills and Concepts

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>*Begin to make sense of their own life-story and their family's history.</p> <p>*Understand the ways in which they have changed.</p> <p>*Discuss the changes that have happened within their family lifetime.</p> <p>*Discuss the lives of the people around them and their roles in society.</p> <p>*Name the four seasons of the year.</p> <p>*Name the days of the week.</p>	<p>*Discuss events that have already happened referring to them as in the past and history.</p> <p>*Sequence the events of a historical area of study using and understand meaning of the term 'decades'.</p> <p>*Begin to use a timeline to sequence events.</p>	<p>*Place people, events and objects from the time periods studied in order of when they happened.</p> <p>*Place important events on a timeline with some understanding of different lengths of time using and understanding the term 'centuries'.</p>	<p>*Place people, events and objects from the time periods studied in order of when they happened including BC/AD and CE/BCE.</p> <p>*Place important previously learnt events on a timeline with understanding of different lengths of time beyond 'decades' and 'centuries' using BC/AD and CE/BCE.</p>	<p>*Place people, events and objects from the time periods studied in order of when they happened including BC/AD and CE/BCE interchanging between the two and providing rationale for both.</p> <p>*Divide a timeline into BC/BCE and AD/CE and sequence significant events and dates. The children need to consider how</p>	<p>*Place people, events and objects from the time periods studied in order of when they happened taking into consideration how more than one civilisation may have happened at one time.</p> <p>*Divide a timeline into BC/BCE and AD/CE using a scale provided by the teacher. A scale should help to show the different</p>	<p>*Place people, events and objects from the time periods studied in order of when they happened taking into consideration how one event may have impacted different countries in different ways.</p> <p>*Divide a timeline into BC/BCE and AD/CE using a scale that they have identified themselves. A scale should help to show the different amounts of time between time periods and events within a certain area of study.</p>

	<ul style="list-style-type: none"> *Name the months of the year. *Sequence days of the week. *Sequence months of the year. 				<p>they could space the events (without a scale) to show greater amounts of time.</p> <p>*Describe the main changes in a period in history and start to interpret why these changes occurred.</p>	<p>amounts of time between time periods and events within a certain area of study.</p> <p>*Analyse how two historical events occurred concurrently in different locations including any links, similarities and difference between the two.</p>	
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Disciplinary Knowledge - knowledge of second order concepts and the approach of historical enquiry

<p>Historical enquiry using sources</p>	<ul style="list-style-type: none"> *Use pictures from the past to describe what they can see. *Comment on images of familiar situations in the past. 	<ul style="list-style-type: none"> *Using sources, find answers to simple questions about the past. *Ask questions based on sources and 	<ul style="list-style-type: none"> *Identify different ways in which we know about the past for example diary entries, artefacts. 	<ul style="list-style-type: none"> *Begin to use a range of sources to determine key elements of a civilisation's lifestyle. *Analyse artefacts considering purpose, material and who 	<ul style="list-style-type: none"> *Use sources and evidence to determine who Tutankhamun was and what his role within Ancient Egyptian society was. 	<ul style="list-style-type: none"> *Use documents, maps printed sources, the internet, pictures, photographs, music, artefacts, historic buildings, visits 	<ul style="list-style-type: none"> *Use documents, printed sources the internet, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to
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		<p>what can be seen such as, 'What were people doing?' and 'What were they used for?'</p> <p>*Look at sources to find out answers to questions about the current day.</p> <p>*Look for clues to identify that something is from the past.</p>	<p>*Ask questions based on sources and historical events from the past. They should be able to explain why they have asked that question.</p> <p>*Use a range of information and sources to answer questions about the past. Children to have these resources available to use inference skills to interpret what they can see/understand based on prior learning.</p>	<p>would have used them and why.</p>	<p>*Suggest sources of evidence that would have greater reliability in answering questions about the past and explain why.</p> <p>*Explain why sources can be limited for certain time periods.</p> <p>*Use sources to determine key elements of a civilisation's lifestyle.</p> <p>*Use sources and evidence to create visual representation of a place from the past.</p>	<p>to museums and galleries and visits to sites to collect evidence about the past.</p> <p>*Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. The children need to build evidence to provide a detailed response to historical questions.</p> <p>*Begin, with support, to investigate own lines of enquiry</p>	<p>sites to collect evidence about the past to build conclusions.</p> <p>*Identify historical misconceptions and why they exist.</p> <p>*Independently investigate own lines of enquiry by posing questions to answer</p>
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						by posing questions to answer.	
Historical enquiry communicating ideas	*Understand and discuss the past through settings, characters and events encountered in books read in class and storytelling.	*Communicate and discuss ideas about the past through speaking, writing, drawing and drama.	*Communicate and discuss ideas about people, objects or events (including sources) from the past in speaking, writing, drawing and drama.	*Communicate and organise ideas about people, objects or events (including sources) from the past in speaking, writing, drawing and drama. *Answer questions using primary and secondary sources.	*Communicate and organise ideas about people, objects or events (including sources) from the past in speaking, writing, drawing and drama. *Respond to a historically valid question drawing upon evidence from primary and secondary sources thinking objectively about levels of reliability.	*Begin to identify relevant ways to communicate and organise historical findings. *Begin to construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information.	*Choose relevant ways to communicate and organise historical findings. *Construct informed and structured responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information.

<p><i>Cause and consequence</i></p>	<p>*Through religious stories, explain why celebrations occur.</p>	<p>*Explain a reason why an event took place. *Explain a consequence of an event that took place.</p>	<p>*Identify and explain why an event took place. *Identify and explain a consequence of an event that took place. *Through sequencing and explanation, demonstrate the relationship between the cause, event and aftermath.</p>	<p>*Explore how and why civilisations invaded and settled in Britain. *Explore the development of Christianity in Great Britain. *Identify how a civilisation can come to an end and the implications of this,</p>	<p>*Explore how the River Nile contributed to life in Ancient Egypt. *Identify the importance of developments from the Stone Age through to the Iron Age.</p>	<p>*Analyse historical events using a range of sources discussing how and why things happened and how this may differ in a modern-day context. *Discuss the implications of varying versions of the same historical event including why this can happen and impact upon the current day.</p>	<p>*Investigate and interpret historical events using a range of sources discussing how and why things happened and how this may differ in a modern-day context. *Discuss how and why contrasting arguments and interpretations of the past have been constructed and the impact on historical interpretation and understanding in the current day.</p>
<p><i>Continuity and change</i></p>	<p>*Identify any changes throughout their lives. *Identify any consistencies throughout their lives.</p>	<p>*Compare the roles of historical figures from past to those with similar roles in</p>	<p>*Identify and compare any differences between then and now, and start to ask and</p>	<p>*Compare inventions/developments from a particular time to the modern day.</p>	<p>*Explore the reasons why somebody may visit the modern-day</p>	<p>*Interpret how some of the features of past societies such as religion, houses, values and</p>	<p>*Explore reasons why changes may have occurred, backed up by evidence or provide evidence that refutes</p>

		<p>the present-day discussing similarities and differences.</p> <p>*Explore the toys that they have played with throughout their lives including any changes.</p> <p>*Compare how things from the past have changed or stayed the same</p>	<p>answer questions as to why.</p> <p>*Describe sites of interest and their uses for people from the past and compare to current day use, and changes through time.</p>	<p>*Identify some reasons for the changes.</p>	<p>location of an early civilisation.</p> <p>*Identify the key changes during the Stone Age and why they occurred.</p> <p>*Describe the key changes from the Stone Age to the Iron Age and why they occurred.</p> <p>*Identify changes within the local area and why they may have occurred.</p>	<p>technology have influenced and impacted upon today's life including the wider world's impact upon Britain.</p>	<p>some historical theories.</p> <p>*Assess the need for punishment in Britain to change over time and whether previous sanctions were appropriate, fair and logical.</p>
<p>Similarities and differences</p>	<p>*Identify some similarities and differences between things in the past and</p>	<p>*Compare the roles and lives of two</p>	<p>*Through comparing the roles and lives of two significant</p>	<p>*Through comparison of two significant individuals, identify who had the greater</p>	<p>*Identify how social status and hierarchy determined</p>	<p>*Compare two concurrent events in different</p>	<p>*Compare the perceptions of different nations in regards to a</p>

	now, drawing on their experiences and what has been read in class.	significant individuals. *Compare objects from sixty years ago to now.	individuals, share opinions and thoughts about their influence.	success and provide justified rationale.	treatment of the dead in Ancient Egypt.	locations and identify any links as well differences between them.	historical event and why there are such different ideas.
Historical significance	*Compare and contrast characters from stories, including figures from the past.	*Identify a British person of significance. *Talk about why that person is of significance. *Talk about why we celebrate significant British events.	*Identify a local person/place of significance. *Talk about why that person is significant to the local area. *Discuss a local person of significance on a national/global scale.	*Identify historical inventions/developments that have are still used today.	*Explore how hierarchy and social status determined written records in ancient history. *Using evidence and sources, interpret and describe what was important to people from the past. *Explore the impact of a person of significance on the local area.	*Analyse events from the wider world that have had an impact on Britain.	*Identify how events that have occurred both nationally and internationally have shaped British values and culture.

<p>Historical interpretations</p>	<p>*Look at objects from the past and discuss how they might have worked.</p>	<p>*Identify reasons for and against celebrating a significant British event.</p>	<p>*Using sources and pictures, identify key components within an account of a historical event.</p> <p>*Explain what they can see, what something reminds them of and how it might have been used.</p>	<p>*Give at least one reason why an event in history could be interpreted in different ways.</p> <p>*Compare possible opinions of two civilisations who lived at the same time.</p>	<p>*Use interpretations of history, in the form of illustrations, to determine what life was like in the past.</p> <p>*Using primary and secondary sources, identify what historical objects could have been used for and why.</p>	<p>*Analyse evidence from the past to interpret propaganda, opinion or misinformation, and explain how this affects interpretations of history.</p> <p>*Describe reasons why there may be different accounts of history.</p>	<p>*Evaluate evidence to choose the most reliable forms to build an accurate understanding of something that has happened.</p> <p>*Analyse and interpret points of view and the implications they can have on the understanding of history.</p> <p>*Justify why there may be different accounts of history, linking this to factual understanding of the past.</p>
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